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ABSTRACT

This operations notebook is designed to assist elementary (and/or secondary) school principals in planning their school schedule, month by month, based on six major areas of administrative competency: (1) instructional leadership, (2) management, (3) human relations, (4) leadership, (5) political and cultural awareness, and (6) self-awareness. The format consists of monthly checklists of activities, from July to June, categorized according to the first four of these areas each month: curriculum and instruction, management, human relations, and leadership. Within each category, the various activities are listed according to the demands of a principal's respective constituencies: students, staff, parents/community, district, and other agencies. Activities to complement the last two competencies--political/cultural and self-awareness--are not required in specific months, so they have been listed on year-long calendars at the end of the monthly checklists. Appendixes provide (1) samples of various forms mentioned throughout, (2) a complete breakdown of administrative competencies, (3) a bibliography, (4) a personal activity plan, and (5) time management materials. (TE)

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PLANNING THE PRINCIPAL'S YEAR

OR

AN ATTEMPT TO BEAT IT

EA 016 317

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PLANNING THE ELEMENTARY PRINCIPAL'S YEAR

OR

AN ATTEMPT TO KEEP EVERYONE HAPPY

Prepared by: Jodie King, Principal
Walnut Valley Unified School District

FOUNDATION FOR EDUCATIONAL ADMINISTRATION
1575 Old Bayshore Highway
Burlingame, CA 94010

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Appendix C - Bibliography of ACSA/Foundation Publications and Presenters' Guides

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PREFACE

This Operations Notebook has been designed to be of assistance to site administrators, primarily in the elementary schools. The concept and format, however, could easily be adapted to junior and senior high schools. Things many principals have to do on an annual basis have been listed by month - in sections - based upon the six major areas of competencies developed by the joint committee of Assemblyperson Dennis Mangers, State Department of Education and the Commission for Teacher Preparation and Licensing.

The six major areas of competencies are:

1. Instructional Leadership
2. Management
3. Political and Cultural Awareness
4. Self-Awareness
5. Leadership
6. Human Relations Abilities

Activities to complement the latter two competencies are not required in any other specific month but can be performed at various times during the year. Therefore, they have been listed in a different format behind the month of June. The various activities have been organized to address the needs and demands of the constituencies with which we must deal; students, staff, parents, community, district, and state. This is meant to serve as a beginning-not an end. Your style will dictate what you will want to modify to meet your unique needs.

Samples of the various forms and materials referred to are listed in Appendix A.

The complete set of competencies is listed in Appendix B.

In Appendix C is a bibliography of ACSA publications and Presenters Guides which may be of assistance to you as you develop your skills in self-understanding, self-awareness, or to improve your competencies in skill areas.

In Appendix D is a Personal Activity Plan which any site administrator can utilize for personal or school planning.

Appendix E has some material/forms which can be utilized to go from a monthly plan to a weekly and daily plan and which is taken from ACSA Operations Notebook #8 (an update on time management).

HOW TO UTILIZE THIS OPERATIONS NOTEBOOK

Three Ring Binder Format

This has been designed so that a site administrator can put it in a three ring binder and make it a working plan for the school year.

Self Selection Spaces have been provided at the left so each site administrator can select those activities that he/she believes important for their individual school -- even with the complexities of the role of the site administrator, each school/community is a little different.

Write in Spaces have also been provided in each section to allow you to add in some activities you believe important from the two sections: Political and Cultural Awareness
Self-Understanding and Self-Awareness
OR to write in an activity you want to do and which was not included on the list.

A Filing System can be utilized by making necessary changes or corrections to bulletins, forms, etc. immediately after they have been used and by filing them behind the appropriate monthly pages.

Added Appendices can be inserted as you locate additional information that may be of assistance in implementation of any portion of this notebook.

Develop Your Usage of this Notebook from monthly to weekly or daily referral to it. The more you use it, the more assistance it will be as a planning and/or monitoring device. (See Appendix D for planning ideas).

Monthly Evaluation should be completed in order to insure that you completed those items you indicated (by checking in the left-hand column) you wanted to complete. If not, make a conscious decision, "Now I no longer believe it important and do not want to do it," or, "Yes, it is still important and I will carry forward the item for completion during the next month." If the latter is true, write it in on the appropriate line for the following month.

JULY

I Curriculum and Instruction

A. Students

____ Review scores and right response records.
____ Identify students below expectancy.
____ Review programs for gifted and talented.
____ Review programs for special prescriptions.
____ Review instructional strategies for students below expectancy.
____ _____
____ _____
____ _____

B. Staff

____ Review instructional alternatives and materials.
____ Design strategies for educational plan update.
____ Review local resources available for staff resource teacher - bring list up to date.
____ Prepare a yearly calendar of regularly scheduled meetings and programs.

____ _____
____ _____
____ _____

C. Parent/Community

____ Review parent in-service needs from survey.
____ Prepare and report priority list for school assistance suggested for parent group support.
____ _____
____ _____
____ _____

D. District

____ Identify resources from Support Services.
____ Get staff members to work on summer curriculum committees.
____ _____
____ _____
____ _____

E. Other agencies

____ _____
____ _____
____ _____

JULY

II Management

A. Students

___ Establish Roladex file with student pictures.
___ Complete orders for students materials and awards forms.
___ _____
___ _____
___ _____

B. Staff

___ Organize all personnel files
___ Send summer letter so staff.
___ Recruit and train staff in hiring techniques.
___ Schedule interviews for teacher selections.
___ Make final assignments for coming year.
___ Review budget - do categorical funding.
___ Review and revise staff handbook.
___ Prioritize needs as identified in educational plan.
___ Review objectives set by staff for staff development.
___ _____
___ _____
___ _____

C. Parent/Community

___ Review parent year end survey - identify hits and misses.
___ Review and revise volunteer handbook.
___ Recruit and train a parent member of the teacher interview team.
___ _____
___ _____
___ _____

D. District

___ Review personnel needs with personnel office.
___ Make staffing adjustments within district guidelines.
___ Review resource allocations with business office.
___ Do an update on academic continua and instruction.
___ Balance final budget - do projections for next year.
___ _____
___ _____
___ _____

E. Other Agencies

___ _____
___ _____
___ _____

JULY

III Human Relations

A. Students

____ Have incentive awards printed.
____ _____
____ _____
____ _____

B. Staff

____ Send personal note to staff.
____ Update year's scrapbook.
____ _____
____ _____
____ _____

C. Parents/Community

____ Send thank you note for gift to school.
____ Note of appreciation to School Site Council members for service.
____ Get acquainted coffees with new community members.
____ _____
____ _____
____ _____

D. District

____ Send notes of appreciation to district support personnel.
____ _____
____ _____
____ _____

JULY

IV Leadership

A. Students

____ Review latest research on student behavior.
____ Read new information on student learning and curriculum trends.
____ Order professional journals, periodicals, etc.
____ Review library inventory.

____ _____
____ _____
____ _____

B. Staff

____ Preview possible in-service promoting teacher effectiveness.
____ Review Beginning Teacher Evaluation Study materials.
____ Review California Staff Development Network Training opportunities.
____ Design staff development program from staff needs assessment.

____ _____
____ _____
____ _____

C. Parent/Community

____ Design master calendar.
____ Parent Club Board meeting.

____ _____
____ _____
____ _____

D. District

____ Design and write input for Administrators' workshop.
____ Attend Board meetings.

____ _____
____ _____
____ _____

AUGUST

I Curriculum Instruction

A. Student

____ Review prescriptive materials and strategies.
____ Identify prescriptive materials and strategies by management system concept objectives.

____ _____
____ _____
____ _____

B. Staff

____ Work with summer committees designing instructional alternatives.
____ Provide all new teachers help with diagnostic tools and prescriptions.

____ _____
____ _____
____ _____

C. Parents/Community

____ Plan and organize parent education programs.
____ Schedule coming year's programs.
____ Organize parent volunteers for classrooms.

____ _____
____ _____
____ _____

D. District

____ Contact staff development office for in-service activities.
____ Plan and design district in-service for instructional aids.

____ _____
____ _____
____ _____

E. Other Agencies

____ _____
____ _____
____ _____

II Management

A. Students

____ Review class lists - adjust for numbers.
____ Have informational packets ready to go home.
____ Plan and schedule school pride assemblies.
____ Monitor class size.
____ Cumulative records sorted by class.
____ Organize and inventory book room.

____ _____
____ _____
____ _____

B. Staff

____ Assess personnel needs - bilingual, special education, speech.
____ Plan and organize staff retreat for beginning of the year strategies.
____ Set up staff educational plan review.
____ Design new teacher orientation.
____ Write materials for teacher workshop packet.
____ Check summer cleaning and repair list for completion.
____ Distribute books and supplies requested.
____ Bring teacher records up-to-date.
____ New directories - names on mailboxes.
____ _____
____ _____
____ _____

C. Parent/Community

____ Plan year's parent group activities.
____ Organize volunteer program other than in-class support.
____ New bus schedules, class schedules.
____ _____
____ _____
____ _____

D. District

____ Get update on texts, media, programs.
____ Get proficiency testing bulletin for 6th and 8th.
____ Submit budget plans.
____ Check completion of Maintenance and Operations list of repairs and needs.
____ Review bus transportation schedule and needs. Drive and time various runs.
____ Do use of facilities schedule for community use during coming year.
____ Schedule athletic groups use of fields for coming

II Management (cont'd)

D. District (cont'd)

year with soccer, baseball, football groups.

____ _____
____ _____
____ _____

E. Other Agencies

____ _____
____ _____
____ _____

III Human Relations

A. Student

____ Have informational packets ready in Spanish and English.
____ Plan student newsletters.
____ Have student council materials printed.
____ Send letters to all students with opening schedules and bus schedules.

____ _____
____ _____
____ _____

B. Staff

____ Send letter telling upcoming activities for opening schools.
____ Implement positive morale program at staff retreat.

____ _____
____ _____
____ _____

C. Parent/Community

____ Write article for newspaper about school opening.
____ Advertise School Site Council elections.
____ Write public information program for the year.
____ Contact local service organizations to gain support for school activities.

____ _____
____ _____
____ _____

III Human Relations (cont'd)

D. District

____ Attend Management Team Meeting.
____ Send Welcome Back notes, "Warm Fuzzies," etc. (Appendix A)
____ Meet with local principals to share job alike concerns and solutions.

____ _____
____ _____
____ _____

AUGUST

IV Leadership

A. Student

____ Plot general developmental and achievement level of students.
____ Identify student achievement on Management system.
____ Design student school pride assembly.
____ _____
____ _____
____ _____

B. Staff

____ Have new programs and materials planned for presentation to staff.
____ Plan aide and volunteer training.
____ Review organizational format for teams.
____ Review assessment of programs strengths, weaknesses and needed changes.
____ Schedule in-service programs to meet needs.
____ _____
____ _____
____ _____

C. Parent/Community

____ Parent Club Board meeting.
____ Complete final draft of master calender.
____ _____
____ _____
____ _____

D. District

____ Work on Administrator's "start of year" workshop.
____ Attend Board meetings.
____ _____
____ _____
____ _____

SEPTEMBER

I Curriculum and Instruction

A. Students

____ Review with each teacher individual student discrepancies on management system (Appendix A).
____ Review assessment and placement of students.
____ Individual educational plans written where appropriate.
____ Develop noon sports program.

____ _____
____ _____
____ _____

B. Staff

____ Review school-wide discipline program and classroom expectations.
____ Review each staff member's yearly objectives for their class or group.
____ Review each teacher's time line of instruction for units of study.
____ Set up schedules for observations and conferences.
____ Review performance standards.
____ Review lesson plans
____ Review mainstreaming expectancies for special ed. students
____ _____
____ _____
____ _____

C. Parent/Community

____ Parent education program.
____ Back To School Night.
____ Send copies of school discipline program in first day packets of information.

____ _____
____ _____
____ _____

D. District

____ Work with staff development services to design workshop

____ _____
____ _____
____ _____

SEPTEMBER

I Curriculum and Instruction (cont'd)

E. Other Agencies

____ _____
____ _____
____ _____

II Management

A. Students

____ Have certificates for all students on first day (See Appendix A[2])
____ Organize student groups - safety patrol, lunch helpers, newspaper, yearbook.
____ Organize student council elections.
____ Request referrals for gifted and talented identification from staff.
____ Have student I.D. tags for kindergarten bus riders.

____ _____
____ _____
____ _____

B. Staff

____ Design school schedules - yard, bus, etc.
____ Schedule in-service programs.
____ Have sign ups for school responsibilities (See Appendix A[3])
____ Review safety rules and procedures.
____ Review smog, fire and disaster regulations.
____ Schedule staff and grade level meetings.
____ Budget committee does individual allocations.
____ Review all attendance procedures.
____ Review substitute arrangements and evaluations.
____ Have fire drill.
____ Set up distribution system for Audio Visual equipment.
____ Gather materials meeting discrepancies on test data for staff examination and selection.

____ _____
____ _____
____ _____

II Management (cont'd)

C. Parent/Community

____ Publish staffs priorities of needs and assistance.
____ Schedule parent volunteer guides for first day to direct new students and parents.
____ Schedule and plan volunteer sign up tea, orientation, placement.
____ Send parents monthly bulletins and calendar.
____ Send monthly food services bulletin.
____ Organize and invite parents to School Programs Awareness Day (See Appendix A4).
____ Plan Back To School Night - inform parents of schedule.

____ _____
____ _____
____ _____

D. District

____ Get Proficiency Testing time line.
____ Check on materials for management system (bench mark tests, profiles).

____ _____
____ _____
____ _____

E. Other Agencies

____ _____
____ _____
____ _____

SEPTEMBER

III Human Relations

A. Student

____ Post pictures of Student of the Week.
____ Awards monthly - Most Improved, Achievement, Best Citizen, School Service Awards (See Appendix A5)
____ Meet with Student Council on school improvement.
____ Student Council reviews school rules

____ _____
____ _____
____ _____

B. Staff

____ Positive feedback to staff on weekly programs and accomplishments.
____ Reinforce effective positive discipline procedures.
____ Individual notes to staff on good opening.
____ Establish format for agenda input and meeting evaluations.

____ _____
____ _____
____ _____

C. Parent/Community

____ School Site Council monthly meeting.
____ Establish staff liaison for communications.
____ Establish Parent of the Month Award (See Appendix A6)

____ _____
____ _____
____ _____

D. District

____ Recognition to those who served or assisted in opening school preparations.
____ Personal thank you to departments.
____ Monthly update to the Superintendent.
____ Invite district officers and board to appropriate school activities (Back To School Night).

____ _____
____ _____
____ _____

SEPTEMBER

IV Leadership

A. Student

____ Design and implement school-wide positive discipline program.
____ Model positive interpersonal behaviors.
____ Implement conflict resolution curriculum.
____ _____
____ _____
____ _____

B. Staff

____ Model positive interpersonal relationships.
____ Provide practice in communication skills.
____ Develop problem solving format - identification, analysis, alternative solutions, planning, implementing, evaluating.
____ Plan meetings for problem solving as needed.
____ Negotiate Stull Bill objectives.
____ _____
____ _____
____ _____

C. Parent/Community

____ Attend Parent group board meeting.
____ _____
____ _____
____ _____

D. District

____ Attend Board meetings.
____ Meet with district committee for school improvement.
____ Attend cabinet meeting.
____ _____
____ _____
____ _____

OCTOBER

I Curriculum and Instruction

A. Students

____ Begin work on yearbook.
____ Review diagnosis - placements.
____ Kid Concern Day - hire floating sub fill in for staff to meet with support staff regarding concerns. (Appendix A[7])
____ Citizen of the Weeks - month.
____ Awards for academic achievement.
____ Proficiency testing at 5/6 and 8 grades.
____ Entry level CAP - CTBS biannual schedule.
____ Monitor programs and timelines.
____ Check individual educational plans.
____ Review holiday safety practices.

____ _____
____ _____
____ _____

B. Staff

____ Set up schedule for review of new instructional materials.
____ Staff development program release day.
____ Grade level reps review curricular offerings.
____ Schedule in-service day (listening, communicating skills) for parent conferences.
____ Schedule meeting with curriculum committee.
____ Conservation program from industrial community.
____ Conclude yearly goal setting - overview of classes.
____ Plan Halloween parade for K-3 - face make up for grades 4-6.
____ Schedule observation and follow up conferences.

____ _____
____ _____
____ _____

C. Parent/Community

____ Schedule meeting of parents of Gifted and Talented for year's overview
____ Plan and schedule kindergarten parent education program.

____ _____
____ _____
____ _____

I Curriculum and Instruction (Cont'd)

D. District

____ ACSA Curriculum Conference.
____ Schedule district coordinators to review summer curriculum committee's materials with staff.

____ _____
____ _____
____ _____

E. Other Agencies

____ _____
____ _____
____ _____

II Management

A. Students

____ Student Council Nominating Convention and Primary election.
____ Student Council election.
____ Paper drive.
____ Bench mark testing (See Appendix A[8]).
____ Adjust class sizes.
____ Duck and Cover drill - evacuate building.
____ Schedule vision and hearing screening.
____ Schedule inter/intra school contests and programs.

____ _____
____ _____
____ _____

B. Staff

____ Orientation for all tests and procedures.
____ Crade level representative meeting.
____ Handbook update.
____ Budget review with budget committee - make projections.
____ TB clearance due.
____ Attendance review (tardies also).
____ Educational plan review.
____ Do assessments for state textbook orders.

____ _____
____ _____

II Management (cont'd)

C. Parent/Community

____ Parent group membership drive.
____ School Site Council elections and goals review.

____ _____
____ _____
____ _____

D. District

____ District staff development day.
____ Review all budgets.
____ Schedule and complete California Basic Educational Data Systems October 22 - to District October 28 (CBEDS).

____ _____
____ _____
____ _____

E. Other Agencies

____ _____
____ _____
____ _____

III Human Relations

A. Students

____ Send monthly awards.
____ Student Council Assembly - attitudes and citizenship.
____ Pictures posted for Student of the Week.
____ Citizen of the Month awarded.

____ _____
____ _____
____ _____

III Human Relations (cont'd)

B. Staff

____ Plan weekly feedback to staff on attainment of professional development goals.
____ Give individual notes on personal growth.
____ Solicit input on ways to improve communication while stemming the flow of paper.

____ _____
____ _____
____ _____

C. Parent/Community

____ Begin Special Note to Parent for special things (work on bulletin boards, etc.) (See Appendix A9.)
____ Lawn Supper to have staff and parents get acquainted.
____ Schedule sibling portraits.
____ Write and send news articles for Lawn Supper.

____ _____
____ _____
____ _____

D. District

____ Invite district officers and Board to appropriate activities - Lawn Supper, Programs Review, etc.
____ Monthly update to Superintendent on school activities.

____ _____
____ _____
____ _____

IV Leadership

A. Students

____ Student Council reviews positive behaviors.
____ Student Council sets up Safety Patrol, Energy Savers and Incentive Program committees.
____ Student Council reviews Constitution and Bylaws.
____ Student review of changes suggested.
____ Student Council reviews other areas of school and make recommendations.

____ _____
____ _____

OCTOBER

IV Leadership (cont'd)

B. Staff

____ Schedule parent conferences for first report period in November.
____ In-service staff for parent conferences - mutual goal setting.
____ Provide preparation time for conferences.
____ Do workshop on communications.
____ Negotiate objectives for year with certificated and classified.
____ Review all objectives of those being evaluated.

____ _____
____ _____
____ _____

C. Parent/Community

____ Parent group board meeting.
____ School Site Council meeting.
____ Bilingual Advisory Committee meeting.
____ Migrant education parent meeting.
____ Title I SAC meeting.

____ _____
____ _____
____ _____

D. District

____ ACSA Project Leadership.
____ Elementary Principal's meeting.
____ Cabinet meeting.
____ Board meetings.

____ _____
____ _____
____ _____

NOVEMBER

I Curriculum and Instruction

A. Students

____ Begin planning for holiday program.
____ Cross age tutor program begins.
____ Veterans Day.
____ LES/NES testing.
____ Thanksgiving.
____ Bus evacuation and safety program.
____ _____
____ _____
____ _____

B. Staff

____ Curriculum Committee meeting.
____ First report period.
____ Conference with identified parents regarding student proficiencies that need to be improved.
____ Select new instructional materials.

____ _____
____ _____
____ _____

C. Parents/Community

____ Bilingual Parents review evaluator's report.
____ Parent Conferences review through random sampling.
____ _____
____ _____
____ _____

D. District

____ Discipline - staff development for aides.
____ _____
____ _____
____ _____

E. Other Agencies

____ _____
____ _____
____ _____

NOVEMBER

II Management

A. Students

____ Student Council meeting.
____ Review report cards.
____ Schedule quarterly incentive program.
____ Federal survey cards.
____ Ethnic survey.
____ Fire drill.
____ _____
____ _____
____ _____

B. Staff

____ Review Food Services helpers schedule.
____ Plan Christmas work schedule for secretary, clerk, custodians.
____ Attendance reports are due.

____ _____
____ _____
____ _____

C. Parent/Community

____ Plan news article for fund raising activity.
____ _____
____ _____
____ _____

D. District

____ Review all budgets.
____ Plan School Talk TV presentation promoting excellence in education.
____ _____
____ _____
____ _____

E. Other Agencies

____ _____
____ _____
____ _____

NOVEMBER

III Human Relations

A. Students

____ Quarterly awards given.
____ Pictures posted for Student of the Week.
____ Citizen of the Month awarded.
____ Plan class parties.
____ _____
____ _____
____ _____

B. Staff

____ Plan weekly feedback on staff development plan attainment.
____ Give individual notes on personal growth.
____ Plan staff party.
____ _____
____ _____
____ _____

C. Parent/Community

____ Special Parent Award.
____ Sibling portrait re-takes.
____ _____
____ _____
____ _____

D. District

____ Monthly update to Superintendent.
____ _____
____ _____
____ _____

NOVEMBER

IV Leadership

A. Students

____ Student Council begins work on Elective program.
____ Continue work on yearbook.
____ _____
____ _____
____ _____

B. Staff

____ Workshop on communications.
____ Observations and follow-up conferences.
____ Grant proposal.
____ _____
____ _____
____ _____

C. Parent/Community

____ Parent group board meeting.
____ School Site Council meeting.
____ Bilingual parents meeting.
____ _____
____ _____
____ _____

D. District

____ Elementary Principal's meeting.
____ Cabinet meeting.
____ Board meetings.
____ List repairs and operations needed for building and grounds during winter vacation.
____ Legislative Action Committee meeting.
____ Administrators Association meeting.
____ _____
____ _____
____ _____

DECEMBER

I Curriculum and Instruction

A. Students

____ Organize and schedule Book Fair.
____ Holiday program presentation.
____ Yearbook pictures taken for month.
____ Plan and schedule music concert.
____ Student of week picture posted.
____ Citizen of the Month award.
____ _____
____ _____
____ _____

B. Staff

____ Design elective program - solicit help from parents and other staff.
____ State textbook orders complete.
____ _____
____ _____
____ _____

C. Parent/Community

____ Volunteer and aide training for monitor and review.
____ _____
____ _____
____ _____

D. District

____ Monitor and review team visitation.
____ _____
____ _____
____ _____

E. Other Agencies

____ _____
____ _____
____ _____

DECEMBER

II Management

A. Students

____ Student Council meeting.
____ Fire drill.
____ _____
____ _____
____ _____

B. Staff

____ Attendance reports due.
____ Budget committee meets - make projections.
____ _____
____ _____
____ _____

C. Parent/Community

____ Meet with room mothers and plan class parties.
____ Note to parents about Winter program.
____ Attendance report to parents - compute dollars lost to school by extra student vacation days.
____ _____
____ _____
____ _____

D. District

____ Invite district officers and Board to appropriate activities - Winter Prcgram, Winter Concert.
____ State textbook orders submitted.
____ Review all budgets - project expenditures for rest of year.
____ _____
____ _____
____ _____

E. Other Agencies

____ _____
____ _____
____ _____

DECEMBER

III Human Relations

A. Students

____ Send monthly awards.
____ Picture posted for student of the week.
____ Class parties.
____ _____
____ _____
____ _____

B. Staff

____ Letters of appreciation to staff members in charge of holiday program.
____ United Way drive.
____ Send individual holiday cards to all staff.
____ Staff party.
____ _____
____ _____
____ _____

C. Parent/Community

____ Publish news article about Winter Program.
____ Special Parent Award.
____ Send cards to SSC, Parent group board, Board of Trustees.
____ _____
____ _____
____ _____

D. District

____ Monthly update to Superintendent.
____ _____
____ _____
____ _____

DECEMBER

IV Leadership

A. Students

____ Plan elective program.
____ Work on yearbook.
____ _____
____ _____
____ _____

B. Staff

____ Observations and follow-up conferences.
____ _____
____ _____
____ _____

C. Parent/Community

____ Parent group board meeting.
____ School Site Council meeting.
____ Bilingual parents meeting.
____ _____
____ _____
____ _____

D. District

____ Elementary Principal's meeting.
____ Cabinet meetings.
____ Board meetings.
____ Work orders filed for Winter vacation
____ Legislative Action Committee meeting.
____ Administrators Association meeting.
____ _____
____ _____
____ _____

JANUARY

I Curriculum and Instruction

A. Students

____ Bilingual visitation.
____ Martin Luther King Day observance.
____ Bike safety program and registration day.
____ Creative writing contest.
____ Review Cross Age Tutor program.
____ End of second quarter.
____ Begin elective program.
____ _____
____ _____
____ _____

B. Staff

____ Curriculum committee meeting.
____ Second report period.
____ Textbook selections committee makes final selections.
____ Observations and follow-up conferences.
____ _____
____ _____
____ _____

C. Parent/Community

____ Parent goal setting.
____ Educational futures presentation on School Talk.
____ Sign up parent volunteers for once a week elective program.
____ _____
____ _____
____ _____

D. District

____ Names of possible dismissals to personnel office.
____ _____
____ _____
____ _____

E. Other Agencies

____ _____
____ _____
____ _____

JANUARY

II Management

A. Student

____ Student Council.
____ Review report cards.
____ Schedule quarterly incentive program.
____ Earthquake and fire drill.
____ _____
____ _____
____ _____

B. Staff

____ Review food services helper program.
____ Attendance reports.
____ Budget committee meets.
____ Mid-year formative evaluation of attainment of individual educational plans.
____ _____
____ _____
____ _____

C. Parent/Community

____ Meet with Parent group nominating committee.
____ _____
____ _____
____ _____

D. District

____ Review budgets - make mid-year revisions.
____ Food services review due to Business Office.
____ _____
____ _____
____ _____

E. Other Agenices

____ _____
____ _____
____ _____

JANUARY

III Human Relations

A. Students

____ Quarterly Awards given.
____ Picture posted for student of the week.
____ Citizen of the Month awarded.
____ Principal's incentive program.
____ _____
____ _____
____ _____

B. Staff

____ Congratulations for application of in-service materials.
____ Personal notes for planning of elective program.
____ _____
____ _____
____ _____

C. Parent/Community

____ Publish names of those working in the elective program.
____ Plan and write news article about elective program.
____ _____
____ _____
____ _____

D. District

____ Monthly update to Superintendent.
____ _____
____ _____
____ _____

JANUARY

IV Leadership

A. Students

____ Implement elective program.
____ Do yearbook layout.
____ Review work of Student Council Committees.
____ Grade level representative meeting.
____ _____
____ _____
____ _____

B. Staff

____ Workshop on conflict resolution.
____ Update on progress toward objective attainment.
____ Finish writing IV C grant proposal.
____ Grade level representative meeting.
____ _____
____ _____
____ _____

C. Parent Community

____ Parent group board meeting.
____ School Site Council meeting.
____ Bilingual Advisory Council.
____ Migrant education parents meeting.
____ _____
____ _____
____ _____

D. District

____ Elementary Principal's meeting.
____ Cabinet meetings.
____ Board meetings.
____ Legislative Action Committee meeting.
____ Administrators Association meeting.
____ _____
____ _____
____ _____

FEBRUARY

I Curriculum and Instruction

A. Students

____ Plan units on Lincoln and Washington birthdays.
____ Plan Valentine Day activities.
____ CTBS - annual schedule.
____ _____
____ _____
____ _____

B. Staff

____ Continue doing observation and follow up conferences.
____ MAR Orientation and Review.
____ Review retention policy.
____ Start planning Outdoor Education program.
____ Conflict resolution in-service.
____ _____
____ _____
____ _____

C. Parent/Community

____ Design survey for end of year program evaluation.
____ _____
____ _____
____ _____

D. District

____ Written expression workshop at district.
____ _____
____ _____
____ _____

E. Other Agencies

____ _____
____ _____
____ _____

FEBRUARY

II Management

A. Students

____ School and classroom picture for year.
____ Fire Drill.
____ Student Council meeting.
____ Review functioning of student groups (safety patrol, etc.).
____ _____
____ _____
____ _____

B. Staff

____ Attendance reports due.
____ Write letter on possible dismissal - send a copy to personnnel.
____ Report test results to Board of Trustees.
____ Attendance reports.
____ _____
____ _____
____ _____

C. Parent/Community

____ Send reminders of long weekend.
____ Report test results to parents.
____ _____
____ _____
____ _____

D. District

____ Review budgets.
____ Check on possible raises and budget adjustments.
____ Notify budget committee of any changes.
____ Letter of intent to not re-employ for certificated personnel.
____ _____
____ _____
____ _____

E. Other Agencies

____ _____
____ _____
____ _____

FEBRUARY

III Human Relations

A. Students

____ Monthly awards.
____ Pictures posted for Student of the Week.
____ _____
____ _____
____ _____

B. Staff

____ Commendations for special patriotic programs.
____ _____
____ _____
____ _____

C. Parent/Community

____ Thank you notes to parents completing first elective cycle.
____ _____
____ _____
____ _____

D. District

____ Monthly update to Superintendent.
____ _____
____ _____
____ _____

FEBRUARY

IV Leadership

A. Students

____ Electives - do new six week plan.
____ Finish candid shots layout for yearbook.
____ Work with student council to design student survey for program evaluation.
____ _____
____ _____
____ _____

B. Staff

____ Make modifications on IV C proposal.
____ Self evaluation on goal attainment.
____ Grade level representative meeting.
____ Budget Committee meeting.
____ _____
____ _____
____ _____

C. Parent/Community

____ Parent group board meeting.
____ School Site Council meeting.
____ Bilingual parents meeting.
____ _____
____ _____
____ _____

D. District

____ Elementary principal's meeting.
____ Cabinet meetings.
____ Board meetings.
____ Legislative Action Committee meeting.
____ Administrator's Association meeting.
____ _____
____ _____
____ _____

MARCH

I Curriculum and Instruction

A. Students

____ California Physical Fitness Test.
____ Referral of possible retentions.
____ Preparations for Outdoor Education Program.
____ Update individual educational plans.
____ End of third quarter - parent conferences.
____ Kindergarten roundup.
____ Spring Musical.
____ Instruct students for parent sponsored Theme Contest.
____ _____
____ _____
____ _____

B. Staff

____ Plan for parent conferences.
____ Bilingual in-service.
____ Plan and organize Spring Program.
____ Plan for Open House.
____ _____
____ _____
____ _____

C. Parent/Community

____ Parent group Theme Contest for students.
____ School Site Council program review.
____ Gifted and Talented parent education meeting.
____ _____
____ _____
____ _____

D. District

____ Review and update district disaster plans.
____ _____
____ _____
____ _____

E. Other Agencies

____ _____
____ _____
____ _____

MARCH

II Management

A. Students

____ Student Council
____ School Pictures make-ups.
____ Final draft of yearbook.
____ Fire Drill.
____ _____
____ _____
____ _____

B. Staff

____ March 15 deadline for non-reemployment.
____ Final observations for evaluation.
____ Review staffing needs and teacher contracts.
____ Budget Committee meets to project rest of year.
____ Plan Spring Vacation clean up for custodians.
____ Check professional growth plans.
____ Attendance report.
____ _____
____ _____
____ _____

C. Parent/Community

____ Publish news article re: Open House and Outdoor Education.
____ Newspaper publicity for parent Theme Contest.
____ _____
____ _____
____ _____

D. District

____ Project enrollment.
____ Review and project budget for all categories.
____ _____
____ _____
____ _____

E. Other Agencies

____ _____
____ _____
____ _____

MARCH

III Human Relations

A. Students

____ Monthly award given.
____ Picture posted for student of the week.
____ _____
____ _____
____ _____

B. Staff

____ Thank you notes for Spring Program.
____ Recognize special programs.
____ _____
____ _____
____ _____

C. Parent/Community

____ Do Special Parent Award.
____ _____
____ _____
____ _____

D. District

____ Monthly update to Superintendent.
____ _____
____ _____
____ _____

IV Leadership

A. Students

____ Elective program.
____ Design student survey of programs.

____ _____
____ _____
____ _____

B. Staff

____ Grade level representative meeting.
____ Curriculum Committee meeting - designs for next year.
____ Textbook Committee makes order for next year from resource allocation.
____ Staffing Committee plans classes and staffing for next year.

____ _____
____ _____
____ _____

C. Parent/Community

____ Parent group board meeting.
____ School Site Council meeting.
____ Print and send out parent surveys.
____ Bilingual parents meeting.
____ Migrant education parents meeting.
____ _____
____ _____
____ _____

D. District

____ Elementary Principal's meeting.
____ Cabinet meetings.
____ Board meetings.
____ _____
____ _____
____ _____

APRIL

I Curriculum and Instruction

A. Students

____ California Assessment Program 3 & 6.
____ Outdoor Education Camp.
____ Open House.
____ Spring Recess.
____ IEP updates.
____ Spring program.
____ _____
____ _____
____ _____

B. Staff

____ Complete teacher evaluations by May 1.
____ Aide evaluations completed by May 1.
____ Program evaluation.
____ Review standards for completing cumulatives.
____ Schedule component committees for school educational plan update.

____ _____
____ _____
____ _____

C. Parent/Community

____ Parent Conferences.
____ Parent surveys of school and programs - collect and compile responses.

____ _____
____ _____
____ _____

D. District

____ School calendar for next year for inclusion in Master Calendar.

____ _____
____ _____
____ _____

E. Other Agencies

____ _____
____ _____
____ _____

APRIL

II Management

A. Students

____ Student Council.
____ Fire drill.
____ _____
____ _____
____ _____

B. Staff

____ Send out staffing survey.
____ Year end check out list to teachers.
____ Schedule of deadlines and activities for May and June.
____ Attendance report.
____ _____
____ _____
____ _____

C. Parent/Community

____ Newspaper article re: new parent group officers.
____ News article for Carnival.
____ Parent group elections.
____ _____
____ _____
____ _____

D. District

____ Final evaluations to district.
____ _____
____ _____
____ _____

E. Other Agencies

____ _____
____ _____
____ _____

APRIL

III Human Relations

A. Students

____ Quarterly awards given.
____ Citizen of the Month Award.
____ Student of the Week picture posted.
____ Principal's Incentive Program.
____ _____
____ _____
____ _____

B. Staff

____ Plan Awards Assembly.
____ Staff Party.
____ Secretary to lunch - Secretary Week.
____ _____
____ _____
____ _____

C. Parent/Community

____ Do Special Parents Award.
____ Send thank you notes to parent group officers for the Theme Contest.
____ _____
____ _____
____ _____

D. District

____ Monthly update to Superintendent.
____ _____
____ _____
____ _____

APRIL

IV Leadership

A. Students

____ Elective program.
____ Student council set guide lines for Crazy Days.
____ Sixth grades plan graduation party.
____ _____
____ _____
____ _____

B. Staff

____ Final in-service on conflict resolution.
____ Update Educational Plan - SIP.
____ _____
____ _____
____ _____

C. Parent/Community

____ Parent group board meeting.
____ School Site Council meeting - review surveys.
____ Update Educational Plan for SIP.
____ _____
____ _____
____ _____

D. District

____ Elementary Principal's meeting.
____ Cabinet meetings.
____ Board meetings.
____ Legislative Action Committee meeting.
____ Administrators Association meeting.
____ _____
____ _____
____ _____

MAY

I Curriculum and Instruction

A. Students

____ Mothers' Day
____ Memorial Day
____ Individual Educational Plans updated.
____ Sixth grade orientation for middle school.
____ Plan year end music program.
____ Schedule pre-kindergarten assessments.
____ _____
____ _____
____ _____

B. Staff

____ Cumulative records review - brought up to date.
____ Management system/bench mark testing completed and recorded.
____ _____
____ _____
____ _____

C. Parent/Community

____ Parent requests for student placement are taken - date them.
____ _____
____ _____
____ _____

D. District

____ Order management system materials.
____ _____
____ _____
____ _____

E. Other Agencies

____ _____
____ _____
____ _____

MAY

II Management

A. Students

____ Student Council.
____ Fire Drill.
____ Kindergarten registration.
____ _____
____ _____
____ _____

B. Staff

____ End of year purchase orders in.
____ Budget Committee review and estimate year end expenses.
____ Make up classes and assignments for coming year.
____ Teacher needs assessment.
____ All classified evaluations completed.
____ List of repairs and clean up for summer.
____ Schedule vacation.
____ Retentions referred.
____ Collect cafeteria charges.
____ Clear outstanding library books and charges.
____ Handbook revisions done for all handbooks.
____ _____
____ _____
____ _____

C. Parent/Community

____ Welcome to Parent Group new officers.
____ Parent Group Carnival.
____ _____
____ _____
____ _____

D. District

____ Make necessary budget transfers.
____ _____
____ _____
____ _____

E. Other Agencies

____ _____
____ _____
____ _____

MAY

III Human Relations

A. Students

____ Monthly awards
____ Students of the Week pictures posted.
____ Awards Assembly materials completed.
____ _____
____ _____
____ _____

B. Staff

____ Recognize all committee members.
____ _____
____ _____
____ _____

C. Parent/Community

____ Volunteer Appreciation Tea.
____ Thank you notes to retiring Parent Group Officers.
____ End of year message to parents.
____ Letter of thanks to Mother helpers.
____ _____
____ _____
____ _____

D. District

____ Monthly update to Superintendent.
____ _____
____ _____
____ _____

MAY

IV Leadership

A. Students

____ Finish elective program.
____ Evaluate electives.
____ Crazy Days
____ Schedule sixth grade graduation party.
____ Plan class end-of-year parties.
____ _____
____ _____
____ _____

B. Staff

____ _____
____ _____
____ _____

C. Parent/Community

____ School Site Council meeting - budget for coming year.
____ Parent group board meeting.
____ Complete update of educational plan.

____ _____
____ _____
____ _____

D. District

____ Elementary Principal's meeting
____ Cabinet meetings.
____ Board meetings.
____ Legislative Action Committee meeting.
____ Administrators Association meeting.
____ _____
____ _____
____ _____

JUNE

I Curriculum and Instruction

A. Students

____ Graduation program.
____ Report cards.
____ _____
____ _____
____ _____

B. Staff

____ Turn in last day plans.
____ Turn in end of year checklist.
____ Instructional supply order for opening school turned in.
____ _____
____ _____
____ _____

C. Parent/Community

____ Invite parents to Awards Assembly.
____ _____
____ _____
____ _____

D. District

____ Order instructional supplies for next year.
____ _____
____ _____
____ _____

E. Other Agencies

____ _____
____ _____
____ _____

II Management

A. Students

____ Library book return contest.

____ _____
____ _____
____ _____

B. Staff

____ Arrange for July paycheck.
____ Room clean up and pack up.
____ List audio visual needs and repairs - return equipment.
____ Check fire extinguishers.
____ Review all handbook updates.
____ Final draft of master calendar.
____ Update all inventories.
____ Clean up book room.
____ Clean up files.
____ Summer clean up and repairs.
____ Inventory library books and audio visual equipment

____ _____
____ _____
____ _____

C. Parent/Community

____ Get parents to help with last day of school activities.

____ _____
____ _____
____ _____

D. District

____ Reconcile final budget.

____ _____
____ _____
____ _____

E. Other Agencies

____ _____
____ _____
____ _____

JUNE

III Human Relations

A. Students

____ Awards Assembly.
____ Quarterly awards given.
____ Principal's Incentive Program.
____ _____
____ _____
____ _____

B. Staff

____ End of year party.
____ _____
____ _____
____ _____

C. Parent/Community

____ Send list of award winners to all parents.
____ Thank you to county offices staff.
____ _____
____ _____
____ _____

D. District

____ Monthly update to Superintendent.
____ _____
____ _____
____ _____

JUNE

IV Leadership

A. Students

____ Student Council recommendations for coming year.

____ _____
____ _____
____ _____

B. Staff

____ Design staff development for next year.

____ _____
____ _____
____ _____

C. Parent/Community

____ Parent group board meeting.
____ SSC signs off final educational plan.

____ _____
____ _____
____ _____

D. District

____ Elementary Principal's meeting.
____ Cabinet meetings.
____ Board meetings.

____ _____
____ _____
____ _____

Calendar for Political & Cultural Awareness Activities

July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Identify Student & Community Leaders	Identify Faculty Leaders	Schedule, plan & Publish multi-cultural studies for the month									
Design Network for Community Involvement		Disseminate Synopsis of pertinent legislation to Network	Goal Setting & a future directional update					Write news article for Awards Assembly	Plan & Schedule Awards Assembly		
	Staff scheduled for neighborhood coffees	Schedule, plan, Publish info. about Students Elections Processes		Publish outside evaluations review of bilingual program	Invite Bd. members to appropriate school functions	Student Council visits Bd. of Trustees meeting & reports back		Student Council visits City Council meeting		Invite local legislator to teach government class to school	
	Provide display board for posting materials	Invite Bd. members to make presentations to school						Report to Bd. on Special Programs			
		Plan and Publish Parent & Staff Bulletin									

Calendar for Self-Understanding - Self-Awareness Activities

July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
	Self assessment profile	Design professional development plan for year									Evaluate personal growth →
	Review degree of attainment of personel & district priorities	Review community survey	Maintain tickler & info file Design & implement lab activities for trust building & communications	Review the staff achievements with them →	→		Schedule daily work list-share with staff Design & implement lab activities for conflict resolution	→	→	Schedule individual staff interviews for evaluation of year and administrator	Personal note to each staff on year's achievements
		Review & revise personal expectations of pupil behavior standards	Schedule time in each class with students	Take honors students to lunch	Cards to staff, district, community helpers	Teach a lesson in each class		Teach interpersonal social skills in each class	→	Student Service Award Lunch	
		Parent day for input to educational goal setting									Review & evaluate attainment of management objectives
Write management objectives for the year	Plan & schedule evenings with community	Sign up for district committees	ACSA Curriculum Conference	Do time management self assessment	ACSA/CSBA Joint Conference	Begin time management log	Make a time line for completion of management activities		ACSA Spring Conference		→

FUZZY-GRAM

To _____

_____

_____

_____

signed

...send a warm fuzzy every chance you get...

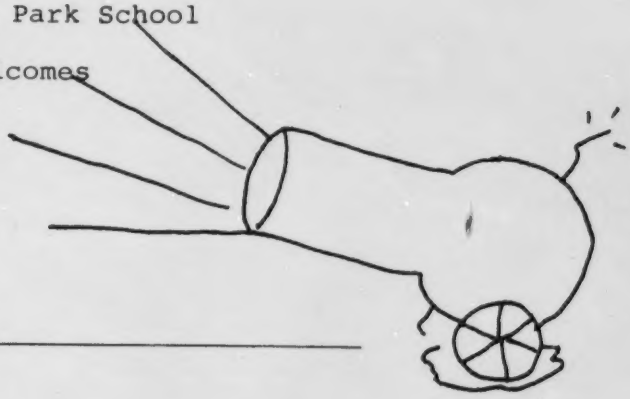
IRVINE UNIFIED SCHOOL DISTRICT

Appendix A[2]

Here Comes Another "Bang Up" Year

College Park School

Welcomes



_____

We are delighted to have you join us for an exciting new year

These are sent home with all students on the first day.

Sample Management Continuum

	K	1	2	3	4	5	6
1.0 NUMBERS AND OPERATIONS							
0.1.1 Identifies spatial relationships							
0.1.2 Makes comparisons							
0.1.3 Counts objects 1 to 25							
0.1.4 Matches objects 1 to 1							
0.1.5 Associates objects w/numbers to 10							
0.1.6 Writes 0-10							
0.1.7 Identifies 1st - 5th							
0.1.8 Joins/separates sets of objects							
1.1.9 Counts to 100							
1.1.10 Matches one to many							
1.1.11 Associates objects w/numbers to 18							
1.1.12 Writes numbers to 100							
1.1.13 Counts/records number of objects							
1.1.14 Counts to 10th							
1.1.15 Identifies 2-place value							
1.1.16 Joins/separates sets using + or –							
1.1.17 Recalls addition facts to 10							
1.1.18 Adds 2-place numbers w/o regrouping							
1.1.19 Solves addition word problems							
1.1.20 Recalls subtraction facts to 10							
1.1.21 Solves subtraction word problems							
1.1.22 Identifies property of zero							
1.1.23 Ident. frac. -- 1/2, 1/3, 1/4 of whole							
2.1.24 Counts to 500							
2.1.25 Writes to 500							
2.1.26 Counts to 31st							
2.1.27 Ident./uses 3-place value							
2.1.28 Writes 2-place expanded notation							
2.1.29a, $>$ $<$							
2.1.29b $=$ $\neq$							
2.1.30 Uses number line + or –							
2.1.31 Recalls addition facts through 18							
2.1.32 Adds 3-place numbers w/o regrouping							
2.1.33 Adds 2-place numbers w/regrouping							
2.1.34 Adds 3 1-place numbers w/sums to 18							
2.1.35 Solves addition word problems							
2.1.36 Recalls subtraction facts to 18							
2.1.37 Subtracts 2-place numbers w/o regrouping							
2.1.38 Solves subtraction word problems							
2.1.39 Identifies odd/even 1-place numbers							
2.1.40 Ident./uses prop. of zero in 2-place nos.							
2.1.41 Ident. fractions (2/3, 2/4, 3/4) of whole							
2.1.42 Ident. fractions (2/3, 2/4, 3/4) of set							
3.1.43 Counts to 1000							
3.1.44 Writes to 1000							
3.1.45 Counts to 100th							
3.1.46 Writes 3-place expanded notation							
3.1.47 Identifies/uses inverse oper. +, –							
3.1.48 2-place column add. w/ & w/o regrouping							
3.1.49 Adds 3-place numbers w/regrouping							
4.1.63a Identifies 4-place value							
4.1.63b Write stand. no. from written form							
4.1.64 Ident. 4 or more place exp. notation							
4.1.65 Adds more than 3-pl. nos. w/regroup.							
4.1.66 Solves addition word problems							
4.1.67 Sub. more than 3-pl nos. w/o regroup.							
4.1.68 Sub. 3-place numbers w/regrouping							
4.1.69 Solves subtraction word problems							
4.1.70 Identifies/uses number patterns							
4.1.71 Recalls facts to 10 x 10							
4.1.72 Multiplies by 1 digit w/regrouping							
4.1.73 Solves multiplication word problems							
4.1.74 Recalls facts to 100 ÷ 10							
4.1.75 Ident./uses prop. of one in division							
4.1.76 Divides by 1 digit w/o remainders							
4.1.77 Solves 1 digit division word problems							
4.1.78 Ident./uses inverse operation -- x, ÷							
4.1.79 Ident./uses prop. of zero and 1 in x, ÷							
4.1.80 Ident./uses odd/even numbers x							
4.1.81 Solves money as a decimal							
4.1.82 Writes fractions							
4.1.83 Compares fractions							
5.1.84* Ident. more than 4-place value							
5.1.85* Writes stand. no. from written form							
5.1.86* More than 3 pl. col. addition w/regrouping							
5.1.87* Solves addition word problems							
5.1.88* Sub. 4-place numbers w/regrouping							
5.1.89* Solves subtraction word problems							
5.1.90* Mult. by 2 digits w/regrouping							
5.1.91* Solves multiplication word problems							
5.1.92* Rounding to tens, hundreds							
5.1.93 Estimating							
5.1.94* Divides by 1 digit w/remainders							
5.1.95* Ident./uses property of zero ÷							
5.1.96* Solves division word problems							
5.1.97 Reduces fractions							
5.1.98 Adds like fractions							
5.1.99 Subtracts like fractions							
5.1.100 Solves fraction word problems							
5.1.101 Ident. decimals -- tenths, hundredths							
5.1.102 Writes decimals from written form							
5.1.103 Adds decimals -- tenths, hundredths							
5.1.104 Subtracts decimals -- tenths, hundredths							
5.1.105 Solves decimal word problems							
6.1.106 Multiplies by 3 digits							
6.1.107 Solves multiplication word problems							
6.1.108 Divides by 2 or more digits							
6.1.109 Solves division word problems							
6.1.110 Simp. fractions/mixed numbers							
6.1.111 Adds unlike fractions including mixed nos.							
6.1.112 Sub. unlike fractions including mixed nos.							
6.1.113 Mult. frac. by frac. including mixed nos.							
6.1.114 Divides fractions including mixed nos.							
6.1.115 Solves fraction word problems							

IRVINE UNIFIED SCHOOL DISTRICT
College Park School

Committees - 1980-81

TEAM LEADERS	SCHOOL SITE	SOCIAL	STAFFING
BUDGET	CURRICULUM	STUDENT COUNCIL	OPEN HOUSE
SCHEDULES	CONFERENCES	IMS	OUTDOOR EDUCATION
WINTER PROGRAM	SPRING FLING	UNITED CRUSADE	GATE COORDINATOR
P.F.O.	STAFF DEVELOPMENT	VIDEO	PROGRAM COORD/INCENTIVE
L.E.S. REP.	NEWS RELEASE	FINE ARTS	I.U.S.D. SCIENCE COM.
ELECTIVE PROGRAMS	P.R. COMMUNICATION	SPECIAL DAYS	I.U.S.D. NEWSLETTER
PROFICIENCIES			

This is posted for staff to sign up for those committees on which they would like to serve for the coming year. Those that are more time consuming are traded around.

IRVINE UNIFIED SCHOOL DISTRICT
College Park School

School Programs Awareness

All You Ever
Wanted
To Know ....
and then some
About

S.I.P.
LES/NES
Supplementary Education
PHRC
Movement Education
Media Center
Counseling
Management Systems
Proficiencies
Computer Assisted Education

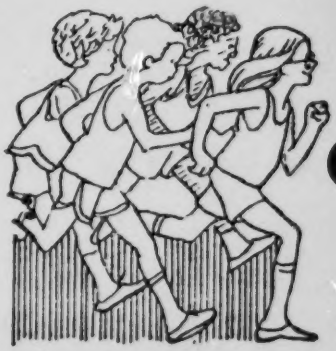
Speech & Language
Bilingual Education
Migrant Education
GATE
Basic Skills
Instrumental Music
Vocal Music
Art
Environmental Education

We will be touring the school on _____ at _____.

☐ Yes, I can join you.

☐ No, I'll have to miss this time

These are sent to all parents inviting them to review the various school programs.



ACHIEVEMENT AWARD

Presented to

BY COLLEGE PARK SCHOOL

for

OUTSTANDING ACHIEVEMENT

PRINCIPAL TEACHER

PRINCIPAL'S AWARD

COLLEGE PARK SCHOOL

PRESENTED TO

FOR CONSISTENT APPROPRIATE BEHAVIOR
FOLLOWING SCHOOL RULES

_____ DATE

_____ PRINCIPAL

AWARD

For keeping our school and community environment beautiful by collecting litter, and for recognizing that litter represents resources, and therefore, conserved, disposed of properly, and recycled whenever possible.

In appreciation to _____ *of* _____ *School,*

School District.

Dated this _____ *day of* _____ *19* _____

Robert Peterson

Robert Peterson, Ed.D.
Superintendent, Orange County
Department of Education

_____
Principal

Appendix A5

Appendix A[5]

MOST IMPROVED CLUB

THIS IS TO CERTIFY THAT

HAS SHOWN THE MOST IMPROVEMENT

FOR THE MONTH OF

COLLEGE PARK SCHOOL

PRINCIPAL _____ TEACHER _____

Certificate of Award

This is to certify that

_____

is awarded special honor and recognition in

_____

Given at _____ *School*

Irvine Unified School District

this _____ *day of* _____, _____

_____ _____

ESPECIALLY SUPER PARENT

_____

You are one of College Park's
SUPER PARENTS because

_____

_____

Congratulations!

_____ _____

Principal, College Park School Date

IRVINE UNIFIED SCHOOL DISTRICT
College Park School

Dear Students,

We have such terrific students at College Park that I know our College Park parents must be terrific too. Whether you have a guardian or one parent or two parents or if your family is large or small, you are so fortunate to have the chance to share the love and responsibilities that come with being part of a family.

I think it would be a great idea to let our parents know just how special they are. If you would like your parent to be honored by receiving the ESP (Especially Super Parent) award, please write me a letter about your parent. Let me know why you feel your parent or guardian should be selected by writing to me. I will read all the letters written. Those selected will receive a special award from the school. Please use this page to write your letter to me.

Sincerely,

Mrs. King
Principal

- -

Dear Mrs. King: Date: _____

I would like to recommend

_____
Parent's/Guardian's Name

for "Parent of the Month."

Here's why (in 100 words or less)

_____

_____

_____

_____

_____

_____

_____
(please use other side if you need to)

_____
Student's Name

_____
Teacher's Name

em

COLLEGE PARK SCHOOL

Appendix A[7]

Referral Card

Date: _____

Name of Student _____ Birth Date _____

Name of Parent _____ Phone _____

Address _____

Teacher _____ Grade _____

Check areas of concern:

_____ Spelling
_____ Math
_____ Reading

_____ Speech
_____ Language
_____ Memory/Attention
_____ Language other than English

_____ Getting along with others
_____ Emotional
_____ Behavioral

_____ Superior talent/ability
_____ Slow learner
_____ Not working to potential

_____ Handwriting
_____ Gross/Motor Coordination
_____ Health
_____ Vision

(over)

Comments: _____

_____

_____

_____

_____

THINGS I HAVE TRIED

_____ Conference with child
_____ Parent conference
_____ Conference with previous teacher
_____ Checked to see if he is working on appropriate level
_____ Positive reinforcement
_____ Reward system
_____ Checked cum for possible physical problems or other problems
_____ Other _____

_____

m/10/8/80

IRVINE UNIFIED SCHOOL DISTRICT
College Park School

KID CONCERN DAY

_____ September _____, 1980
Teacher's Name

The substitute will be taking your class at _____ so you can discuss identified children in your class with the Support Staff Team. To help you give them your observations and perceptions, please make notes to leave with the team.

Students Name	Grade Level	Prior Testing Yes/No	CTBS Read/Math IMS Lang. Arts/ (If you have them) Math	Brief Statement of the Problem

Appendix A7

PROFICIENCY PROGRESS INDICATORS

READING

Program goal - 1.0 The student will comprehend printed material to succeed in his educational, vocational, social and personal interests and inquiries.

1.1 Location skills
- (6,8) alphabetize words to the fourth letter
- (6,8) locate topics in an index
- (6,8) identify words belonging between guide words
- (6,8) locate books in a card catalogue
- (8) locate information in a telephone directory

1.2 Determine word meaning
- (6) identify appropriate plural forms, correct abbreviations and correct possessive forms
- (6) identify antonyms, synonyms and homonyms
- (6,8) identify correct syllabication
- (6,8) analyze complex word structures
- (6,8) identify contractions
- (8) select words to complete sentences within the context of a paragraph
- (8) analyze contextual clues to determine word meaning

1.3 Acquire and summarize information from written material
- (6,8) follow written directions
- (6,8) select correct main ideas
- (6,8) identify supporting details
- (6,8) identify events in sequential order
- (8) determine the logical order of sets of given sentences to construct a paragraph

1.4 Interpret written information with accuracy
- (6) match causes with appropriate effects
- (8) determine cause and effect relationships
- (6,8) select correct generalizations, conclusions, or statements of inference for given reading selections

1.5 Analyze and evaluate written information
- (6,8) determine if given statements are fact, fiction or opinion
- (6,8) determine the author's points of view in given paragraphs
- (6,8) analyze given paragraphs to correctly determine persuasive devices or author purpose
- (8) determine author's point of view

WRITING

Program goal - 2.0 The student will write effectively and clearly for practical and creative purposes in a variety of written forms

2.1 Write legibly in manuscript and cursive form
- (6) write sentences clearly and legibly
- (8) write or print a letter or paragraph clearly and legibly
- (8) print a form clearly and legibly

2.2 Apply rules of capitalization, punctuation, and spelling
- (6,8) distinguish between correct and incorrect use of capital letters in proper nouns, proper adjectives, holidays, geographical locations and dates
- (6,8) distinguish between correct and incorrect use of end punctuation using periods, questions marks and exclamation points
- (6,8) distinguish between correct and incorrect use of commas
- (8) distinguish between correct and incorrect use of commas for geographic locations, addresses and dates
- (8) distinguish between correct and incorrect use of aprostrophe marks and hyphens
- (6,8) identify between correctly and incorrectly spelled words

2.3 Apply rules of standard English usage
- (6,8) distinguish between standard and non-standard English usage within sentences
- (8) apply rules of standard English usage within an original paragraph and business letter

2.4 Apply rules related to written construction
- (6,8) distinguish between complete sentences and fragments
- (6) write complete sentences
- (8) write a descriptive or narrative paragraph
- (8) write a business letter of inquiry
- (8) complete a high school registration form

MATHEMATICS

Program goal - 3.0 The student will demonstrate computational skills.

3.1 Perform whole number operations

3.2 Perform fractional number operations

3.3 Perform decimal number operations

3.4 Perform decimal/fraction conversion operations

3.5 Solve percent problems

3.6 Solve problems in personal consumer finance

3.7 Read and interpret forms, charts, and graphs

3.8 Solve problems in measurement and geometry

Sixth and Eighth Grade

Proficiency Progress Indicators

Irvine Unified School District

BOARD OF EDUCATION

Fred Gahm, President
Gordon G. Getchel, Clerk
Franklin S. Hurd, Member
T. John Nakaoka, Member
Elizabeth "Lee" Sicoli, Member

A. Stanley Corey, Superintendent

© August 1980

INTRODUCTION

As required by California state law and in accordance with Irvine Unified School District Board of Education policy, students, who are to graduate from high school after June, 1980, must pass the district's test of proficiencies in reading, writing, and computation in the English language. The purpose of proficiency testing is to assess student's application of basic skills. The only students who may be excused from the standard testing requirements are those who are identified as eligible for and receiving special education services.

The proficiencies adopted by the Irvine Board of Education in January of 1980 were identified and developed by committees composed of teachers, administrators, students and community members.

INDICATORS OF PROGRESS

Indicators of progress toward proficiency attainment were similarly adopted by the Board of Education. Students' abilities in basic skills are assessed with these indicators in the fall of the sixth and eighth grade years. These Proficiency Progress Indicators are directly related to those of the high school and progressively increase in level of difficulty. They are designed with the intent of providing an "early warning system" to identify students who would benefit from additional or specialized instruction in specific skill areas.

CONTINUOUS PUPIL PROGRESS

It is important to remember that the Irvine Unified School District is committed to continuous pupil progress in all areas of the curriculum and at all grade levels. Assessment of pupil progress includes daily classroom work, teacher designed examinations, teacher observation, district developed skill tests, and commercially designed examinations, as well as Proficiency Progress Indicators.

THE CHALLENGE

Development of minimum proficiency in the basic skills remains a primary objective of public education. Such proficiency is clearly vital to effective functioning in our complex technological society.

In response to state law and at the direction of the Irvine Unified School District Board of Education, the program of minimum proficiency testing has been established. The program reflects our serious intent to develop these minimum proficiencies in all students.

This handbook is intended as a guide, and introduction to students, parents, and teachers who will share the challenge of meeting these proficiency standards.

A. Stanley Corey
Superintendent

PARENT-TEACHER COMMUNICATIONS

Parents are continuously informed of student progress in a variety of ways including annual or semi-annual parent conferences, graded/corrected and returned classroom assignments, report cards, and telephone and written communications. As required by state law, parents will be notified if their youngsters are not making satisfactory progress toward proficiency attainment. In such cases, parents are requested to attend a conference during which time their son's or daughter's instructional program will be discussed.

MORE THAN MINIMUMS

While the district supports the concept of minimum proficiency standards, it also believes that the vast majority of Irvine's students are capable of and are performing at levels above the identified proficiency indicators. The Board and staff are fully committed to teaching beyond the proficiencies and to assisting each student in realizing his/her full potential.

ACHIEVEMENT — A JOINT VENTURE

Individual achievement is a joint venture involving students, their parents, and educators. We must all work as a team in establishing student goals and then working to meet them in an atmosphere of mutual understanding, support and acceptance of responsibility.

Appendix A[9]

(Outside front for name & address)

(This form is 8½" x 11" folded in half)

(fold line)

Appendix A[9]
(Inside)

Dear:

You can be proud your child,

_____,

has earned this special note for

_____

_____.

SIGNED, _____ *DATE* _____

1. INSTRUCTIONAL LEADERSHIP

I. STUDENT NEEDS

The principal will be able to:

A. Demonstrate knowledge of the physical, emotional, social, and intellectual growth and development needs of pupils and how those needs are met through the various curricula, instructional methods, and materials.

B. Demonstrate knowledge of the scope and sequence, the teaching strategies, and the expected outcomes of the various curricular areas.

C. Demonstrate the ability to identify student learning strengths, modalities, and handicaps and implement a management system for monitoring progress.

II. INSTRUCTIONAL MODELS AND LEARNING THEORIES

The principal will be able to:

D. Indicate the various goals of education and how the curriculum accomplishes them.

E. Utilize staff members, community members, and students when appropriate to do so in developing an educational philosophy, goals and objectives.

F. Indicate how specific school activities contribute toward the attainment of the philosophy, goals, and objectives.

G. Demonstrate comparative knowledge of various theories and models of curriculum, teaching, and learning.

H. Demonstrate knowledge of current curriculum developments and trends.

III. SUPERVISION

The principal will be able to:

I. Utilize an effective planning model for developing and implementing curriculum designed to improve and maintain a high quality instructional program.

J. Utilize effective staff development procedures for personal and staff professional growth.

K. Provide leadership in the development of goals and/or objectives at the program level, course or grade level, and unit level.

III. SUPERVISION (Cont'd)

L. Demonstrate knowledge and application of various classroom supervision techniques appropriate to content areas, grade levels, and teaching styles.

M. Demonstrate knowledge of curriculum support services available from other agencies.

IV. PERSONNEL EVALUATION

The principal will be able to:

N. Provide leadership in the development of teaching performance standards and demonstrate ability to evaluate teaching performance.

O. Demonstrate knowledge of legal requirements for dismissal procedures and demonstrate the ability to implement dismissal procedures when necessary.

V. PROGRAM EVALUATION

The principal will be able to:

P. Utilize both formative and summative evaluation data when making decisions related to the instructional program.

2. MANAGEMENT

I. FINANCIAL PLANNING AND RESOURCE ALLOCATION

The principal will be able to:

A. Identify income sources for the district budget and regulations governing categorical aid available to the school and relate this information to appropriate district or county level persons.

B. Demonstrate knowledge of the district budget format and the object codes and other state mandated reports and use the School Accounting Manual and Education Code in an appropriate manner when completing report forms.

C. Devise and implement a school level process to formulate and monitor a budget and expenditure plan, and then implement the approved plan.

D. Demonstrate ability to relate educational programs to cost factors and to apply sound financial procedures.

II. LEGAL

The principal will be able to:

E. Demonstrate knowledge of the organizational pattern of public school governance.

II. LEGAL (Cont'd)

F. Demonstrate knowledge of and ability to apply legal principles, statutes, and controlling case laws to decisions and actions.

G. Demonstrate knowledge of federal and state laws and court cases affecting public education including laws related to youth conduct, contracts, liability, and tort.

III. PERSONNEL

The principal will be able to:

H. Develop and/or use systematic needs assessment processes for assessing staff needs in relation to the instructional program.

I. Select and recommend the most competent candidates for employment through the use of hiring techniques that comply with district, state, and federal regulations.

J. Demonstrate an understanding of current public school employer/employee relations and the collective bargaining process.

K. Demonstrate ability to interpret and implement an employee contract.

L. Develop and/or implement an appropriate evaluation system providing for the improvement of skills needed by assessed individuals.

M. Demonstrate skill in making personnel decisions based on current principles of personnel administration.

IV. SCHOOL ORGANIZATION

The principal will be able to:

N. Develop and/or implement a school organizational plan appropriate to pupil achievement and provide a rationale for existing policies and procedures.

O. Develop and/or implement equitable and effective staff duty schedules based upon the need to supervise pupils, other tasks to be performed, expertise of the staff members and the duty situations.

P. Develop a plan for the development of a master schedule including the time frame, course selection process, section assignment procedures, room assignment procedures and student assignments, plus methods to be employed in loading and altering the schedule when appropriate to the school level.

IV. SCHOOL ORGANIZATION (Cont'd)

Q. Develop a system for effective school and community use of site facilities.

R. Develop and implement a system for inventorying, ordering, delivering, and monitoring supplies.

S. Develop school crisis action plans designed to provide for the safety and welfare of the students and others in the event of natural disasters or disruptions by strikes, riots, etc.

T. Develop a student enrollment, attendance, and tardy monitoring system and procedures to cope with attendance and tardiness problems.

U. Organize a system that guarantees due process for pupils and total staff.

V. Organize decision making and communication procedures that include advisory groups and other school and community personnel affected by the decisions.

W. Develop a system for planning, monitoring and reviewing extra curricular activities that clarify the roles to be played by the student body, outside organizations, the school board, and the general public.

V. INTERNAL COMMUNICATIONS

The principal will be able to:

X. Establish an effective two-way communication system utilizing a variety of procedures that allow for clarification and facilitation of communication among staff members, students, community members, and district level personnel.

Y. Involve staff members, students, and community members in cooperatively developing a document for public dissemination that describes the communications network within the school community and that provides alternative methods for problem identification, validation, and solving.

Z. Develop a cooperative working relationship with other educators and utilize available district communication resources effectively.

3. POLITICAL AND CULTURAL AWARENESS

I. POLITICAL

The principal will be able to:

A. Identify leaders and persons with leadership abilities among the students, faculty, staff, and other community members and

I. POLITICAL (Cont'd)

facilitate their appropriate involvement in the development and implementation of the school's programs.

B. Identify, analyze, and utilize the political forces, trends, and philosophies that affect the local school environment.

C. Demonstrate knowledge of the authority and power structures within the district administration and utilize this knowledge in the development and implementation of the school's programs and policies.

D. Demonstrate ability to select appropriate strategies that help fulfill site needs when working with district administrators and the board of trustees.

E. Demonstrate knowledge of an an active professional interest in political trends, court cases, legislation and governmental regulations and policies.

F. Identify the political and cultural facets of State and Federal categorical programs and develop and implement a plan designed to satisfy the requirements of compliance reviews.

II. CULTURAL AWARENESS

The principal will be able to:

G. Identify the effects of cultural similarities and differences on the development and implementation of the school's programs.

H. Develop and implement a plan to increase understanding of the cultural and philosophical differences between the students, community members, and school staff members.

I. Identify and develop a cooperative working arrangement with various formal and informal groups such as employee organizations, ethnic or racial groups, and advisory or site councils.

4. SELF AWARENESS

I. ASSESSMENT STRATEGIES

The principal will be able to:

A. Assess personal school management leadership style through the use of one or more instruments.

B. Demonstrate knowledge of and utilize various strategies to assess the attitudes of the school constituencies.

C. Demonstrate an understanding of humanistic administration and love and how they are affected by personal behavior.

II. PERSONAL STRESS MANAGEMENT

The principal will be able to:

D. Recognize the causes of stress and develop a systematic plan to eliminate the causes.

E. Manage personal stress through an understanding of and the application of appropriate stress reducing techniques.

III. PERSONAL TIME MANAGEMENT

The principal will be able to:

F. Develop a plan for efficient and effective use of time.

G. Use one or more techniques to prioritize lists of tasks to be accomplished and complete the tasks in a systematic fashion.

H. Establish an effective work plan designed to accomplish personal and professional tasks.

IV. SELF MOTIVATION

The principal will be able to:

I. Design a yearly personal growth plan and assess the degree of achievement.

J. Define long and short term career goals with reasonable timelines in order to establish a realistic professional growth profile.

V. POSITIVE ATTITUDES AND VALUES

The principal will be able to:

K. Demonstrate ability to identify personal attitudes toward other members of the organization that affect achievement of educational goals.

L. Devise and use a problem solving model that accepts input from the total staff when resolving major problems.

M. Identify and utilize strategies for building trust among peers, teachers, community members, students and support personnel.

5. LEADERSHIP

I. TEAM BUILDING

The principal will be able to:

A. Demonstrate the application of interpersonal relations skills in articulating responses to staff needs and developing positive morale.

I. TEAM BUILDING (Cont'd)

B. Demonstrate conflict management skills in resolving issues.

C. Encourage participation in and provide opportunities for program development and ownership.

D. Demonstrate knowledge of and practice techniques designed to motivate persons to perform their duties effectively.

E. Demonstrate knowledge of research and development techniques and participate in research and development projects in order to facilitate achievement of educational goals.

F. Demonstrate planning skills including needs identification, goals and objectives identification, task analysis, and the ability to implement plans related to goals.

II. DECISION MAKING

The principal will be able to:

G. Demonstrate the application of problem solving skills.

H. Demonstrate the ability to make decisions and to delegate responsibility when appropriate to do so.

I. Demonstrate ability to plan and organize meetings including agenda development and the selection of processes appropriate to the tasks to be accomplished.

III. CHANGE

The principal will be able to:

J. Demonstrate knowledge of the principles of change theory and demonstrate the skills needed to implement them.

K. Demonstrate assessment and evaluation skills and maintain an updated needs assessment relative to current program strengths and weaknesses in order to identify and maintain effective programs.

L. Demonstrate attitudes, skills and use of techniques leading to proficiency in effecting change.

M. Demonstrate organizational and systems skills and provide timely reports and other responses requested by subordinates and facilitates open communication trust.

N. Model group process skills and assist groups in resolving interpersonal conflicts or intergroup conflicts.

O. Demonstrate knowledge of the uses of electronic data processing techniques.

6. HUMAN RELATIONS ABILITIES

I. COMMUNITY

The principal will be able to:

A. Identify factors in the community, including both formal and informal organizations, that may have either a positive or negative effect on one or more of the school programs.

B. Provide for the involvement of the school in community problems that require mutual understanding.

C. Demonstrate an acceptance of and sensitivity to individual differences through practices that various community groups view in a positive manner.

II. SCHOOL CLIMATE

The principal will be able to:

D. Analyze the relationship of school morale, climate, and policies and actively work toward the development of a positive school climate.

E. Devise and implement a discipline program designed to reflect school goals and that leads to responsible student behavior.

F. Develop and implement an equitable justice system.

G. Develop a guidance program in the school that fosters positive growth in all students.

III. COMMUNICATIONS

The principal will be able to:

H. Identify and analyze the social and political power structures on the school campus and use this knowledge to facilitate communication.

I. Demonstrate ability to use group process skills in working with groups.

J. Develop and implement a plan that encourages and facilitates open communication and trust.

K. Demonstrate proficiency in oral and written communication.

PUBLICATIONS

MONOGRAPH – CAREER EDUCATION IN PRACTICE (110 pgs.)

CLINICAL SUPERVISION, CLINICAL TEACHING
Ways an administrator can help teachers be more effective - 200 pgs.

LOOKING AT THE CHALLENGES OF THE FUTURE: PROVIDING FOR TOMORROW'S EDUCATION TODAY
Gives educators new ideas about events happening now which will undoubtedly have an impact on the future and will require major modifications in educational programs - 116 pgs.

AN ORGANIZATIONAL PERSPECTIVE ON PLANNING & PROBLEM SOLVING IN SCHOOLS
Emphasizes the organizational aspects of schools

THE PRINCIPALSHIP IN CALIFORNIA: KEEPER OF THE DREAM
The principalship is a demanding, but rewarding position. Clearly, the school mirrors the image of the principal. This publication describes the competencies needed by the principal as well as other potential approaches to the preparation and in-service programs so badly needed by principals. (Much of the content in the publication refers to the Mangers' report on the Changing Role of the School Principal.)

EDUCATORS AND PARENTS BROCHURE
Working together Educators and Parents can provide the best possible learning opportunities for students. This brochure offers 12 practical suggestions on how parents can support the learning process. Available for mass distribution to site councils, members, new parents, and other members of your community.

WHAT'S RIGHT WITH EDUCATION
Join The Team Speaking Up For Education – ACSA now has available a sample 20- minute speech presenting the successes of public education. The "What's Right With Education" package includes the sample speech, 26 color slides, suggestions on how to use the materials, references for all the facts used in the speech, a one-page handout, a news release on the presentation, and more. It can be borrowed free of charge from ACSA Region Consultants or the ACSA Public Relations office. To borrow, phone (415) 692-4300.

A DIGEST OF SELECTED CALIFORNIA LAWS REGARDING STUDENT DISCIPLINE AS IT RELATES TO CONDUCT, ATTENDANCE AND HEALTH, SAFETY, AND WELFARE
A guide especially designed for administrators who have direct supervision of students. This publication should provide the administrator easy reference to most situations which relate to the rights and responsibilities of the students. (124 pgs. in three-ring binder).

SUPPLEMENT TO: A DIGEST OF SELECTED CALIFORNIA LAWS REGARDING STUDENT DISCIPLINE AS IT RELATES TO CONDUCT, ATTENDANCE AND HEALTH, SAFETY, AND WELFARE

32 pages, free to those who have already purchased the digest. Simply request from ACSA Publications Dept. in Burlingame, please request by title.

HOW TO DEVELOP BOARD POLICIES FOR SMALL SCHOOL DISTRICTS

TARGET TEACHING

Want to assist your teachers? A new publication, containing 102 pages of practical ideas by Bill Luehe and Dick Ehrgott, authors of Clinical Supervision.

A DIGEST OF IDEAS FOR IMPLEMENTING THE MANAGEMENT TEAM OR HOW WE ALL HAVE OUR SAY IF NOT ALWAYS OUR WAY

228 pages of philosophy and sample policies.

STRIKE COMMUNICATIONS: BEFORE, DURING AND AFTER

Practical suggestions on how a district can establish communication channels that will work during a strike.

SAMPLE POLICIES FOR MANAGEMENT PERSONNEL

Policy statements and guidelines for Management Team developed by ACSA's Personnel Administration and Professional Standards Committees

CHICKEN LITTLE WAS RIGHT! OR, THE FUTURE OF EDUCATION IS NOW

Approx. 135 pgs. 1975. Analysis of the projects being made by Futurists regarding the implications for education, eg. alternative schools, the neglected minority, the gifted/talented child, and sex education.

RESEARCH SURVEYS

Developed by ACSA and Educational Research Service (ERS):

SALARIES SCHEDULED FOR PROFESSIONAL PERSONNEL IN CALIFORNIA PUBLIC SCHOOLS, 1979-80 (Teachers and Administrators – 88 pgs.)

SALARIES PAID PROFESSIONAL PERSONNEL IN CALIFORNIA PUBLIC SCHOOLS, 1979-80 (Teachers and Administrators – 100 pgs.)

WAGES & SALARIES PAID SUPPORT PERSONNEL IN CALIFORNIA PUBLIC SCHOOLS, 1979-80 (68 pgs.)

OPERATIONS NOTEBOOKS

No. 5 – AN ORGANIC GUIDE TO SCHOOL PUBLIC RELATIONS
No. 8 – AN UPDATE ON TIME MANAGEMENT (Revised and double the number of ideas)
No. 12 – EVALUATION, REASSIGNMENT & LEGAL RIGHTS OF SCHOOL ADMINISTRATORS
No. 13 – STRATEGIES FOR ADMINISTRATIVE STAFF DEVELOPMENT
No. 14 – PERFORMANCE EVALUATION & APPRAISAL OF CERTIFICATED STAFF
No. 15 – YEAR ROUND EDUCATION
No. 16 – WORKING WITH ADVISORY COMMITTEES
No. 17 – DISCIPLINE – NUMBER ONE PROBLEM IN THE SCHOOLS?
No. 18 – SCHOOL COMMUNITY COUNCILS AND ADVISORY BOARDS,
A Notebook for Administrators
No. 19 – IMPROVING SCHOOL CLIMATE
No. 20 – STAFF DEVELOPMENT: OR GETTIN' THE ACT TOGETHER
No. 21 – SMALL SCHOOL DISTRICT
No. 22 – REV UP YOUR STAFF DEVELOPMENT PROGRAM
No. 23 – ELEMENTARY PRINCIPALS: A CHECKLIST TO SUCCEED
No. 24 – A GUIDE TO EFFECTIVE SECONDARY SCHOOL DISCIPLINE: A MANUAL FOR THE NEW ADMINISTRATOR
By Co-Administrators Committee. Proven ideas for the administrator who is responsible for discipline.
No. 25 – PERFORMANCE STANDARD REQUIREMENTS: THE CHALLENGE
By James Olivero, ACSA PDP Executive. Practical advice and ways to implement this legislation.
No. 26 – THE MANAGEMENT TEAM AND YOU
No. 27 – PLANNING THE ELEMENTARY PRINCIPAL'S YEAR
OR AN ATTEMPT TO KEEP EVERYONE HAPPY
BINDER FOR "OPERATIONS NOTEBOOK"
red printed in gold with title & logo

SCHOOL MANAGEMENT DIGESTS

The Digests provide school administrators with concise, readable analyses of the most important trends in schools today, as well as points up the practical implications of major research findings. By special cooperative arrangement, the series draws on the extensive research facilities and expertise of the ERIC Clearinghouse on Educational Management.

Series 1, No. 1 – VANDALISM PREVENTION
Series 1, No. 2 – CONFLICTING MORALITIES IN EDUCATION
Series 1, No. 3 – THE PRINCIPAL AS INSTRUCTIONAL LEADER
Series 1, No. 4 – MIDDLE SCHOOLS
Series 1, No. 5 – STUDENT RIGHTS & STUDENT DISCIPLINE
Series 1, No. 6 – MANAGEMENT BY OBJECTIVES
Series 1, No. 7 – PLAYGROUND FACILITIES & EQUIPMENT
Series 1, No. 8 – IMPLEMENTING TITLE IX
Series 1, No. 9 – COMPETENCY-BASED EDUCATION: THEORY AND PRACTICE
Series 1, No. 10 – MAKING YOUR BUSING PLAN WORK: A GUIDE TO DESEGREGATION
Series 1, No. 11 – PROBLEM SOLVING TECHNIQUES FOR ADMINISTRATORS
Series 1, No. 12 – CLASS SIZE
Series 1, No. 13 – ALTERNATIVE SCHOOLS
Series 1, No. 14 – IMPROVING SELF-IMAGE OF STUDENTS
Series 1, No. 15 – COMMUNITY SCHOOLS
Series 1, No. 16 – LEADERSHIP EFFECTIVENESS
Series 1, No. 17 – EDUCATIONAL VOUCHERS
Series 1, No. 18 – MOTIVATION OF TEACHERS
Series 1, No. 19 – MAKING MEETINGS MORE EFFECTIVE
Series 1, No. 20 – GRADE RETENTION AND SOCIAL PROMOTION

PRESENTERS GUIDES

PARTICIPATIVE MANAGEMENT AND DECENTRALIZED DECISION MAKING: This workshop stresses the involvement process with case studies from districts that are "doing it" with success. It provides both concepts and a working model.

SHARED DECISION MAKING: This workshop is designed to familiarize participants with three models of decision making; to discuss critical factors when designing shared decision-making models; and to analyze the advantages and disadvantages of typical decision-making models.

NEEDS ASSESSMENT Some of the topics covered are: establishing goals, designing goal indicators, obtaining consensus, translating indicators into performance objectives, determining degree of student attainment, and selecting areas requiring change.

TIME MANAGEMENT: Various techniques are described which assist educators in making better or more productive utilization of time.

PERSONAL OR PROGRAM PLANNING: This describes a model of how personal and process goals are designed to help achieve product or educational goals.

GRIEVANCE PROCEDURES: Grievance procedures are approached as problem resolution techniques not necessarily as an adversary relationship.

IMPROVING SCHOOL CLIMATE: This presenters guide builds off the early research and development conducted by the Denver-based CFK Ltd. Foundation. Both specific and general suggestions for improving the school climate are included in the program format. Action plans for improving the climate are anticipated outcomes for the workshop.

PROBLEM SOLVING – FORCE FIELD: A simple technique to assist a teacher or administrator in analyzing forces "working for" and forces "working against" solution of a problem.

PROBLEM SOLVING – DELPHI: The Delphi Technique is a method for the systematic solicitation and collation of opinion. It is applicable to virtually any decision-making process.

ADVISORY COMMITTEES: Examples and guidelines are given for a number of types of advisory committees. Items covered are district and school advisory committees re: budgets, educational policy planning, fiscal management and curriculum and instruction.

SCHOOL PUBLIC RELATIONS: COMMON SENSE APPROACHES: The important role every member of the school staff plays in a good public relations program is stressed. Suggestions are given relative to both individual school and district-wide programs.

PROBLEM SOLVING TECHNIQUES: These techniques provide a detailed step-by-step model, with sample analysis forms, that an administrator or staff can utilize to enhance the decision-making process.

ORGANIZATIONAL DEVELOPMENT: This program was developed by the Stanford Center for Research and Development and stresses the "structural approach." Areas include: changing the setting, rearranging systematic characteristics, i.e., size, authority work interdependence, and evaluation systems.

CONTRACT MANAGEMENT: Collective bargaining necessitates that management personnel attain skill and expertise in contract management if they are to effectively manage the employer's negotiated contract. This workshop discusses contract management as it relates to California's Public Education Collective Bargaining Law.

POSITIVE DISCIPLINE ALTERNATIVES: As indicated in the most recent Gallup Polls, discipline is a primary concern for teachers, administrators, and parents. Undoubtedly, to bring about change, consideration must be given to the causal factors – and that is the focus of this guide.

COMMUNICATION SKILLS: Today's educator, perhaps more than ever before, must be able to communicate . . . that is, to send and receive messages that are understood by a wide array of audiences. This presenters guide focuses on practical proven skills and is recommended only for individuals who have had IPC training.

STRIKE COMMUNICATIONS: The importance of maintaining correct, complete, and concise communication with a variety of audiences during the turmoil associated with strikes in a school district cannot be underrated. Communication at all times is important; during strikes it is critical.

PROGRAM EVALUATION: Beginning with goals and objectives, a thorough presentation of techniques for achieving formative evaluation is made. The supporting handouts for this guide are very useful, especially when working with teachers or parent and/or student members of school site councils.

TRUANCY AND ABSENTEEISM: Truancy/absenteeism has become an increasingly difficult problem in the schools – especially at the secondary level. This presenters guide reviews a variety of programs designed to help individual schools reduce and/or eliminate the causes of absenteeism/truancy as well as offer plans for action to meet the concerns.

PROFICIENCY REQUIREMENTS, MEASUREMENT STRATEGIES AND THE HIGH SCHOOL CURRICULUM: This presenters guide is designed for those at the secondary level who have implemented performance standards requirements regarding high school graduation. There are a number of legal, curricular, philosophical/ethical issues that need to be addressed. This presenters guide not only raises many of the issues, but gives helpful suggestions about what others are doing to meet their responsibility.

NEXT STEPS . . . AFTER STUDENTS FAIL TO MEET PERFORMANCE COMPETENCIES: According to the laws which relate to performance standards and high school graduation, there is a responsibility for educators to provide alternatives which will help students meet their graduation requirements. There are a number of options available for this purpose and the presenters guide reviews many of those options as well as their potential payoff. Naturally, different schools will select different options – but it is well to give some serious thought to the alternatives prior to the time they must be implemented.

HUMANISTIC LAYOFF/DISMISSAL PROCESS: With declining enrollment and the ever-increasing squeeze on the educational dollar, it is necessary for educators at the site level to be cognizant of layoff and/or dismissal procedures. This presenters guide analyzes, especially for the site administrator, both the human and legal considerations that must be given. The guide is based upon the premise that most people want to improve if their work is less than satisfactory; but the guide also provides direction for the administrator who may find an individual who simply is unsatisfactory and who has no intention of making further improvements.

PARENTING: One of the challenges of the 80s will be the challenge of greater involvement in our schools. One avenue to accomplish this is to help parents with one of their most difficult tasks – parenting. There are few jobs for which adults are less well prepared than that of being a parent. The presenters guide analyzes some of the things that can be done by schools as well as the responsibility by the home and other agencies in the days ahead.

WHAT'S RIGHT WITH EDUCATION . . . A CAUSE FOR CELEBRATION: This presenters guide is built around the notion that schools have made significant contributions to society, but many people invest their energies looking at the negative rather than the positive. The guide is especially useful in sharing data about the contributions of schools with the intent that participants in the workshop will use the guide as a support when they, in turn, make presentations to other groups of people. In many ways, the guide is an important public relations document.

PARENT CONFERENCES AFTER THE PERFORMANCE ASSESSMENT IN IMPLEMENTING STANDARDS OF PROFICIENCY IN THE ELEMENTARY GRADES: State law requires that students who fail performance standard assessments have an opportunity with their parents to meet with the school principal (and/or others) to analyze what steps can be taken to eliminate the learning voids. This guide offers suggestions for the conduct of the conference with emphasis on the elements that more isn't promised than can be delivered.

SELECT INSTRUCTIONAL MATERIALS: Through a thorough and systematic process, district curriculum specialists and/or school principals can ensure the selection of appropriate instructional materials and maximize their use in the classroom. SELECT Instructional Materials outlines administrative tasks and provides a process including: curriculum needs assessment, selection criteria, review of instructional materials, establishment of recommended list, staff development needs and testing and evaluation procedures. A special feature is the useability of the guide by a principal with teaching staff where individual schools have autonomy in selecting instructional materials.

PREPARING YOUR CURRICULUM GUIDE: This package can be especially useful to curriculum experts, principals, and department chairpersons who find it necessary to assist others with the development of a curriculum guide. The model can be used in a single program area, or extrapolated to include the entire district master plan. Handout materials and resource citations are especially valuable.

APPENDIX D

PERSONAL ACTIVITY PLAN

This plan is one that can be completed independently or in conjunction with the district representative or Liaison Administrator. The plan can be completed before or after the Management Planning Form. Primary emphasis is placed on what you want to do (actively), what new skills or knowledge will be needed and on how you plan to attain the new learnings.

Personal planning, as many have said, "May be the key to increased individual success."

One key of the Project Leadership Management Planning Component is the Activity Plan.

The Personal Activity Plan outlines:

A. What is desired - Goal Statement

B. What you must accomplish to achieve the goal - Objectives

C. How you are going to go about it - program description - Activities

D. How you are going to tell when or how well the objectives have been met. (Monitoring - Evaluation) - Accountability

E. What new skills, attitudes or knowledge you will need to accomplish your plan - Professional Growth Program

E.1 How each new need will be obtained - Plan of Action

F. When each item will be accomplished - Events Calendar

The Personal Activity Plan becomes:

- A systematic program planning document
- A method of recording and storing information
- A method of sharing and communicating a plan of action
- A method of monitoring ongoing action
- A method of reporting formative/summative evaluation

USE A PERSONAL ACTIVITY PLAN AS A COMMUNICATION TOOL

Once an Activity Plan has been completed, it has served the original purpose of being a planning document. It then begins to serve additional purposes. The FIRST function is that of a communication tool. In this function it is used to communicate to:

- The school staff. . .
- Central or district office personnel. . .
- Other principals. . .

As a participant in Project Leadership the Plan can be used by the principal even more extensively as a communication tool.

MONITORING AND RECYCLING

The Personal Activity Plan is just a plan (it is not etched into marble). It must be monitored several times between the time of initiation and the expected date of conclusion. This provides the opportunity to revise the plan or adjust the time schedule or make other mid-way corrections if desirable or necessary. Remember, if you modify the plan, communicate the changes; submit a revised Activity Plan to all those involved or affected.

> Efficiency of completion of a task is most difficult if part of those working on a problem have a different or outdated plan!

SUMMARY

Education has become a complex system of conflicting priorities and limited resources. Many administrators began service at a time when maintaining harmony was related to success. In the present climate of pressure for accountability, it is necessary for school administrators to be aware of and able to use management techniques for professional survival and personal growth.

This document identifies one survival tool all school administrators should have in their repertoire. Not all administrators need to use all of the components or ideas outlined -- they are presented as possible solutions. The successful administrator who is future-oriented will choose those components which can help achieve successful educational programs.

ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS

PERSONAL ACTIVITY PLAN - PROJECT LEADERSHIP

Name _____ Position _____

A. Goal Statements* (What is desired?) _____

B. OBJECTIVE STATEMENT (What do you want to do?)	C. PROGRAM DESCRIPTION (List activities that will occur)	D. ASSESSMENT (What will be your measurement yardstick?)

Further explanation of how to use this most helpful instrument can be found in Project Leadership Component 4, "Management Planning Component." Order from ACSA Foundation.

E. PROFESSIONAL GROWTH PROGRAM
(What new abilities do you need to achieve this project?)

What new skills, attitudes, or knowledge are needed?	How will each new need be obtained?

F. EVENTS CALENDAR
(List when you complete tasks)

More information is available on this topic in Operations Notebook # 8, An Update on Time Management.

APPENDIX E

PLANNING

1. You can get much more done in one quiet hour than in a day filled with interruptions every few minutes.

2. Planning should be a high priority for any administrator. At least two hours per week should be spent figuring out where you are going and how you are going to get there.

> *Why is it such a problem for people to plan? I have puzzled over this for years, and concluded that there are two major reasons. The first is that while planning is important, it is never urgent. One can put it off easily because of daily emergencies. Of course, planning is the very thing that keeps these emergencies to a minimum.*
>
> *The second reason is that the typical executive is a person of action. S/he is impatient to get the job done. And because of this, s/he has a constant tendency to get on with the job before s/he has adequately described and planned what s/he is trying to do.*
>
> *Frank Goble*
> *"Excellence in Leadership"*
> *American Management Association*

3. The only way you can be the "Spark Plug" for your school, department or district is when you plan your own personal development to help you generate new ideas.

4. Many management experts indicate that the superior manager spends 25% of his/her time attending conferences, on professional readings, visiting other schools or districts, etc. - creative thinking/planning frequently needs stimulation.

> *Effective executives concentrate on the few major areas where superior performance will produce outstanding results. They force themselves to set priorities and stay with their priority decisions. They know that they have no choice but to do first things first -- and second things not at all. The alternative is to get nothing done.*
>
> *Peter F. Drucker*
> *The Effective Executive*
> *Harper & Row, New York, 1966*

5. For really important events or activities, whether professional or personal, develop a contingency plan.

6. How to utilize the Weekly Planning Form

   a. Usually this form is made out on Fridays with copies distributed as follows:

      (1) One to secretary for information (and to help him/her plan.
      (2) One posted on bulletin board (if site administrator) for staff so they will know when you are accessible.
      (3) One copy for you.
      (4) One copy sent to superior?

   b. First establish three to eight major priorities for the week and list these at the bottom of the form.
   c. After establishing priorities, estimate amount of time to accomplish each task.
   d. Now with priorities and time estimates established, work around meetings and appointments already scheduled. Occasionally to fit in the blocks of time necessary to complete a task, you may have to rearrange some appointments. It is far better to do this on the preceding Friday (when you are preparing this form) than a day or so before the appointment.
   e. As you schedule the time blocks, be sure to allow for completion of PRIOR necessary tasks. For instance, on the example completed form, the principal scheduled an evaluation conference with a teacher on Thursday at 3:00 p.m. Prior to that was a third observation (Monday, 10:00 a.m.)

   f. After the form is completed, the administrator should write any necessary memo, prepare agendas, etc. This "wraps up" the preparations for a well-planned week. Note: the example leaves some uncommitted time for unforeseen problems, emergencies, and other tasks.

Each morning when you first reach the office:

* *Review the appropriate day on your Weekly Planning Form.*
* *Were there any items left over from previous days?*
* *Look in the suspense file for that day and month.*
* *Make out your "TODAY" list.*
* *Prioritize.*
* *Get started.*

7. Note also a second type of planning form (Weekly Calendar).

Note: Remember that your plan can't be etched in stone. When you have to adjust, by necessity, review the plan and make the most logical adjustment based upon your priorities, open time, items which are flexible and those which are not.

EXAMPLE OF A COMPLETED FORM

Appendix E

WEEKLY PLANNING FORM

Name _____ Week of _____

	A.M.		P.M.	
MONDAY	7:00-9:30	*Office Routine*	1:00-3:00	*Final editing of report for Supt's. council*
	9:30-10:00	*Mail*		
	10:00-10:45	*Classroom Observation*	3:00-4:00	*Mtg. with Math dept.*
	10:45-11:00	*Write Up Observations*		
TUESDAY	7:00-8:30	*Tour School plant*	1:00-2:00	*3 Classroom Observations*
	8:30-9:00	*Meet with Head Custodian & Maintenance Staff*	2:00-2:30	*Write up observations*
			2:30-3:30	*Write parent bulletin*
	9:00-10:00	*Office Routine*	3:30	*Office routine*
	11:15	*Mr. Jones*		
DNESDAY	7:00-8:30	*Office Routine/staff*	2:00-3:00	*Office routine*
	9:00-11:00	*Supt's. Council Report on Athletics*	3:00-4:00	*Meet with non-teaching certificated staff*
	11:30	*Classroom Observation*		
URSDAY	7:00-8:30	*Office Routine*	1:00-2:00	*Visit student center*
	8:30-11:00	*Visit High School*	2:00-3:00	*Confer with Asst. Supt.*
	Lunch with 2 dept. chairpersons		3:00-5:00	*Teacher Evaluation Conf.*
RIDAY	7:00-8:30	*Office Routine*	1:00-1:30	*Mr. and Mrs. Smith*
	8:30-9:00	*Review week w/Secretary*	2:00-3:00	*Make out next week's planning form*
	9:00-10:00	*Meet with Deans*	8:00-10:00	*Football game*

Major tasks to be completed this week:

1. *Two teacher evaluation conferences*
2. *Meeting with Math Department*
3. *Meeting with Non-teaching certificated staff*
4. *Supt's. Council - Report on Athletics*
5. *Completion of six classroom observations*
6. *Completion of parent bulletin*
7. _____
8. _____